

HIGH SCHOOL 101

STANDARDS AND CURRICULUM



FLOYD COUNTY SCHOOLS

A Georgia Charter System

Quality Education for Quality Life

600 Riverside Parkway, Rome, GA 30161

706-234-1031

706-236-1824 – fax

Superintendent, Lynn M. Plunkett, Ed.S.

HIGH SCHOOL 101

CURRICULUM AND STANDARDS

High School 101 is an innovative, project-based curriculum designed to engage students transitioning from middle school to high school. The eleven (11) units that create the semester-long course are designed to provide students with 21st Century skills that they will need to succeed in the classroom as well as the workplace.

Unit 1: Communication Skills

Unit 1	Communication Skills	Unit Plan	Time
		Students will develop and enhance communication skills needed to prepare them for the real world. The students will	13 Days
1.1	HS101 - 1	Enhance their listening and questioning skills	
1.2	HS101 – 1	Learn and practice the ‘art of conversation’	
1.3	HS101 – 1	Improve their public speaking skills	
1.4	HS101 – 1	Identify common denominators of successful people	
1.5	HS101 – 1	Learn networking skills	
1.6	HS101 – 1	Broaden their awareness of career options	
1.7	HS101 – 1	Practice their writing skills	
1.8	HS101 – 1	Develop their reading comprehension skills	

Suggested Instructional Activities, Materials, and Notes

- Supply a classroom set of newspapers everyday. Students spend at least 10 minutes each class (90 minute class) reading the paper.
- Communication Role Play with Peers
- Have other teachers come into class and allow students to ask questions (communicate)
- Have business professionals from the community come in for questions from students
- Networking – have students purchase an address book and collect business cards or contact information from business professionals
- Ford PAS Module 1: From Concept to Consumer ~ Building a Foundation in Problem Solving
- Ford PAS Module 2: Media and Messages ~ Building a Foundation of Communication Skills

Unit 2: Personal Learning Styles

Unit 2	Personal Learning Styles	Unit Plan	Time
		Students will demonstrate an understanding of personal learning styles that they will use to enhance their learning and studying abilities. The students will	6 Days
2.1	HS101 – 2	Discover and discuss their fundamental individual learning styles	
2.2	HS101 – 2	Be able to identify strategies for learning that specifically target their identified learning styles	
2.3	HS101 – 2	Be able to define and discuss some of the learning traits exhibited by others in the classroom. This objective will help students to work with people in a collaborative setting.	
2.4	HS101 – 2	Be able to show a connection between their learning styles and career choices that are associated with the style.	
2.5	HS101 – 2	Be able to identify links between their identified learning styles and test taking/study skills strategies, as well as time management practices.	

Suggested Instructional Activities, Materials, and Notes

- Visual, Auditory, Kinesthetic Learning
- Characteristics of each learning styles
- Percentages that each learning style make up
- Perform activities in class using each learning style
- www.acceleratedlearning.com
- www.learning-styles-online.com/inventory/
- www.howtolearn.com/freelearningstyleinventory.html

Unit 3: Technology Literacy

Unit 3	Technology Literacy	Unit Plan	Time
		Students will use multiple information technology devices to access, organize, process, transmit, and communicate information. Students will	12 Days
3.1	HS101 – 3	Complete activities that require the following ICT literacy tools and skills: <ul style="list-style-type: none"> • Media available today • Word processing • Databases • Spreadsheets • Presentation software • Mind mapping 	
3.2	HS101 – 3	Discuss daily uses for the following electronic tools for communication: <ul style="list-style-type: none"> • E-mail • IM • Chat • Blogs • Web pages 	
3.3	HS101 – 3	Create an electronic portfolio that will be used with all units.	
3.4	HS101 – 3	Identify and describe techniques for evaluating websites and for using research to complete school projects.	

Suggested Instructional Activities, Materials, and Notes

Unit 4: People Skills

Unit 4	People Skills	Unit Plan	Time
		Students will develop people skills necessary to be success members of daily society. Students will	9 Days
4.1	HS101 – 4	Improve listening skills	
4.2	HS101 – 4	Understand the “art” of compromise	
4.3	HS101 – 4	Develop networking skills	
4.4	HS101 – 4	Pursue ‘win/win’ results	
4.5	HS101 – 4	Respect the opinions of others	
4.6	HS101 - 4	Learn how to agree to disagree	

Suggested Instructional Activities, Materials, and Notes

- Improving listening skills
- Understanding the “art” of compromise
- Develop networking skills
- Pursue ‘win/win’ results
- Respect the opinions of others
- Learn how to agree to disagree
- Really explore/discuss with each individual student the questions
 - “Who Am I?”
 - “Who do I want to be?”
 - “How do I become this person?”
- Really explore/discuss personality traits
 - How each student’s personality works with others
 - How personality conflicts happen during high school
 - How personality plays a big role in employment

Unit 5: Choices/Consequences

Unit 5	Choices/Consequences	Unit Plan	Time
		Students will improve their choices/consequences decision making abilities. Students will	6 Days
5.1	HS101 - 5	Recognize the difference between decisions and choices	
5.2	HS101 – 5	Become aware of the possible ‘domino effect’ of consequences	
5.3	HS101 – 5	Understand the impact that their choices can have on others	
5.4	HS101 – 5	Address the differences between short-term and long-term consequences	
5.5	HS101 – 5	Learn to weigh the risks before making choices, large or small	
5.6	HS101 – 6	Get a powerful message from a rare messenger about choices and consequences	

Suggested Instructional Activities, Materials, and Notes

- Use of the Teen Center
- Use of the Northwest Georgia Sexual Assault Center
- Assistant Principal as guest speaker
- Northwest Georgia RESA programs

Unit 6: Test Taking & Study Skills

Unit 6	Test Taking & Study Skills	Unit Plan	Time
		Students will improve their test taking and study skills to increase their learning capabilities. Students will	9 Days
6.1	HS101 – 6	Identify the types of environments that best suit their style of learning and the strategies for creating those environments.	
6.2	HS101 – 6	Identify activities and time allocations that directly influence their study habits	
6.3	HS101 – 6	Gain an understanding of note-taking strategies that can be used with study techniques to help them prepare for formatives and summative assessments.	
6.4	HS101 – 6	Gain an understanding of the different types of tests (essay, multiple choice, short answer, etc.) as well as strategies for helping them answer questions.	

Suggested Instructional Activities, Materials, and Notes

- Show and discuss an 8th grade final exam from 1895
- Coping with stress when taking test
- Creating Positive Environments for study
- Dealing with test anxiety
- 10 steps for successful test preparation
- What to do when arriving at a test location
- Common Exam Errors
- General Test Strategies
- Avoiding Test Panic
- Reading Directions
- Discuss Types of Tests (MC/T-F/Fill-in-Blank/Essay/Short Answer/EOCT/Graduation Test/SAT/PSAT/ACT/Final Exams/Matching/etc.
- Study Techniques Discussion
- Writing note cards
- Tape recording information
- Use/make flash cards

- Making an outline of assigned sections of work
- Summarizing information
- Outlining techniques from assigned reading material
- Note taking/use of abbreviations
- Acrostics
- Pneumonic Devices
- Develop and improve listening techniques
- Discuss how to become a better reader
- Tons of websites on the internet to help with this unit.

Unit 7: Time Management

Unit 7	Time Management	Unit Plan	Time
		Students will develop time management skills to be used in the classroom, the real world, and life in general. Students will	10 Days
7.1	HS101 – 7	Recognize time management as a skill that will help them organize and maximize their daily activities, as opposed to creating more work	
7.2	HS101 – 7	Begin to understand that the number of activities and events that they commit to will have a large impact on their prioritization	
7.3	HS101 – 7	Learn that saying “No” can sometimes be a good thing!	
7.4	HS101 – 7	Conclude that the best scheduling system is the system that works best for them	

Suggested Instructional Activities, Materials, and Notes

- Show different agendas/calendars
- Have Freshmen teachers help with giving assignments and checking agendas/calendars during this unit
- Discuss Avoiding Procrastination
- Scheduling activities
- Scheduling school work
- Scheduling study time
- Scheduling leisure time
- Organizational skills
- http://www.mindtools.com/pages/main/newMN_HTE.htm
- <http://www.time-management-guide.com/time-management-skills.html>
- <http://www.studygs.net/timman.htm>
- <http://www.timethoughts.com/time-management.htm>
- Ford PAS Module 6 ~ Planning for Efficiency

Unit 8: Business Savvy

Unit 8	Business Savvy	Unit Plan	Time
		Students will develop business savvy skills that will be used throughout their life in entrepreneurial performances, purchasing, selling, buying, etc. Students will	17 Days
8.1	HS101 – 8	The student will exercise their creativity	
8.2	HS101 – 8	The student will expand their critical thinking skills	
8.3	HS101 – 8	The student will develop problem-solving skills	
8.4	HS101 – 8	The student will recognize the reality of changing career goals during adulthood	
8.5	HS101 – 8	The student will realize the importance of teamwork	
8.6	HS101 – 8	The student will improve their public speaking skills	
8.7	HS101 – 8	The student will enhance their writing skills	
8.8	HS101 – 8	The student will learn the power of collaborative planning and implementation	
8.9	HS101 – 8	The student will accept different roles as a team member	
8.10	HS101 – 8	The student will recognize the need for different responses over time to any situation	

Suggested Instructional Activities, Materials, and Notes

Unit 9: Tolerance/Diversity Literacy

Unit 9	Tolerance/Diversity Literacy	Unit Plan	Time
		Students will improve their understanding of tolerance and diversity to assist them with being successful in their entire life. Students will	7 Days
9.1	HS101 – 9	The student will understand the root of intolerance	
9.2	HS101 – 9	The student will improve their recognition of intolerance	
9.3	HS101 – 9	The student will begin to focus on the similarities of others rather than the differences	
9.4	HS101 – 9	The student will recognize the role that diversity plays in the global economy	
9.5	HS101 – 9	The student will make the connection between diversity literacy and real-world success	

Suggested Instructional Activities, Materials, and Notes

- Understand the root of intolerance
- Improve students recognition of intolerance
- Begin to focus on the similarities of others rather than the differences
- Recognize the role that diversity plays in the global economy
- Make the connection between diversity literacy and real-world success
- www.tolerance.org
- Movie with **Parental Consent**:
 “Pay It Forward” with Kevin Spacey and Helen Hunt for Tolerance and Diversity
 - After “Pay It Forward” assign the question posed in the movie: ‘Think of an idea to change our world.’ They may or may not put it into action. Have them give PowerPoint presentations for their ideas.

Unit 10: Financial Literacy

Unit 10	Financial Literacy	Unit Plan	Time
		Students will develop and enhance their financial literacy skills to make them more productive citizens. Students will	12 Days
10.1	HS101 – 10	The student will improve their financial literacy and knowledge of financial terms.	
10.2	HS101 – 10	The student will improve their ability to recognize needs versus wants relative to items they are considering for purchase.	
10.3	HS101 – 10	The student will improve their knowledge of earned income, “take-home” pay, and payroll taxes.	
10.4	HS101 – 10	The student will broaden their awareness of the realities and dangers of credit card debt.	
10.5	HS101 – 10	The student will enhance their knowledge of insurance and its value in insuring not only their personal property but also in insuring their health.	
10.6	HS101 -10	The student will increase their knowledge of pricing – how prices increase over time and how to compute inflation changes in prices.	
10.7	HS101 – 10	The student will increase their knowledge of how money grows using the Rule of 72 and future value.	

Suggested Instructional Activities, Materials, and Notes

- *Financial Literacy for Teens* Student Book
- *Financial Literacy for Teens* Video
- Monopoly Games
- Life Games
- Work directly with Northwest Georgia Credit Union with their Embark Program
- *Smart Women Finish Rich: The Retirement Basket: The Time Value of Money*
- Merrill Lynch financial advisor – speaking on investments and stocks
- Real Estate Agent – speaking about cost of buying houses/rents
- Insurance Agent – speaking on the cost of rental, health, houses, car, motorcycle, etc. insurance

- Courtesy Rome Ford – speaking on how to purchase a car (leasing, renting, buying, financing)
- Parents of students to volunteer to discuss household finances
- Ford PAS Module 16 ~ Calculating Your Future: Personal Finance
- Movie with ***Parental Consent:***
“In The Pursuit of Happyness” with Will Smith for Financial Literacy

Unit 11: Career Choice/Employment

Unit 11	Career Choice/ Employment	Unit Plan	Time
		Students will learn and apply a variety of research and communication skills, including finding and evaluating sources, paraphrasing, and citing sources appropriately while researching careers and employment opportunities. The students will	12 Days
11.1	HS101 – 11	<ul style="list-style-type: none"> • Research the American Dream using Ford PAS Module 3 • Explore work during the Pre-Industrial Era • Discuss legislation and the workplace 	
11.2	HS101 – 11	Learn how to apply for and interview for a job <ul style="list-style-type: none"> • Learn how to fill out an application • Learn how to compose a resume • Learn how to dress • Learn proper hygiene • Learn the art of the handshake 	
11.3	HS101 – 11	Participate in an actual ‘Mock Job Interview”	
11.4	HS101 - 11	Participate in Job Shadow Day	
11.5	HS101 – 11	Research possible careers of interest for each student. <ul style="list-style-type: none"> • Interest Inventories • Personal profiles • Career Matchmakers • (Ford PAS Module 4) 	

Suggested Instructional Activities, Materials, and Notes

- Mock Job Interviews
- Job Shadowing Day

- Ford PAS Module 3: People at Work ~ Building a Foundation in Research Skills
- Ford PAS Module 4: Careers, Companies, and Communities
- US News and World Report National University Rankings comes out each year.
- Career Planning
 - www.gacollege411.org
 - www.mapping-your-future.org
 - www.monster.com
- The Career Game: What Makes You Special

Transition Activities

Transition Activities

Activities for the first week of school:

- Discuss with students what makes a person who they are.
 - Have students write at least a page answering the question “Who am I?”
 - File these papers away and give them back to students the last week of school. Have them write about the changes that have taken place over the course of the school year. Have an open discussion.
 - While students are writing their paper take each one in the hallway and take a photograph of each individual student.
 - Have students fill out a paper with the following information to be added to their photograph.
 - My future career
 - My future college
 - My dream(s) is/are
- Return photograph attached to career/college/dream information back to students the last week of school. Discuss changes.

Everyday:

Keep a count down of the number of days to progress reports/report cards on the board. Doing this ALL year is introducing and re-enforcing time management skills.

Activity during the first month of school:

- Within the first month of school (working with Graduation Coach/Counselor) discuss with students their next four years:
 - Show the video “SHIFT HAPPENS”
http://www.teachertube.com/viewVideo.php?video_id=1785&title=ShiftHappens
There are many different versions of this video.
 - How many credits needed to move to each grade
 - How many classes they MUST take in each subject
 - Discuss pathways
 - Discuss what GPA is and when it starts to accumulate

January - Follow-Up Activity:

- In January, have the Graduation Coach/Counselor come back in and view transcripts with students.
 - Explain how to read transcript
 - Explain how to calculate GPA
 - Talk about colleges and GPA importance
 - Invite local college recruiters and military to speak

Sometime During the Year:

Have all students participate on the [College 411 website](#). Your Counselor should help you with this. Also, check to see if students already have password codes established in Middle School.

Additional Resources

ADDITIONAL RESOURCES

Website Resources

- www.simpletruths.com website with inspirational movies. 212 degrees is awesome.
- Character Education ~ www.goodcharacter.com

Ice Breakers ~ Can be used to learn about students OR can be used during Units.

1. Another Poetic Introduction
2. Classmate Scavenger Hunt
3. Two Truths and a Lie
4. The Flying Five
5. In the Spotlight Chair
6. Never Have I Ever
7. Take as much as you want
8. Lost on a Deserted Island
9. Another Poetic Introduction
10. Personality Bingo

More Activities ~ National School Reform Faculty

1. Uranium Mine
2. Chalk Talk
3. Block Party ~ A Pre-Reading Text-Based Activity
4. Text Rendering Experience

Teach One To Lead One Program

This program is run by local church volunteers.

This program can be used IF time permits.

The program would be best used as a “pull-out” program for kids needing mentoring.

Ford PAS Modules to Incorporate with High School 101 Curriculum

Communication/ Collaboration	Module 1: From Concept to Consumer ~ Building a Foundation in Problem Solving
Communication/ Teamwork	Module 2: Media and Messages ~ Building a Foundation of Communication Skills
Communication/ Research/Careers	Module 3: People at Work ~ Building a Foundation in Research Skills
Careers	Module 4: Careers, Companies, and Communities
Time Management	Module 6: Planning for Efficiency
Financial Literacy	Module 16: Calculating Your Future ~ Personal Finance

GO CONTRACTS

CONTACTS

Name	Organization	Phone	Email
Chad Foster	High School 101 – Writer	706-342-9189	chadwfoster@att.net
Al Hodge	Chamber of Commerce	706-291-7663 ext. 304	ahodge@romea.com
Jamie Bennett	Rome News Tribune		jbennett@npco.com
Leah Felcher	Ford PAS	678-283-1604	leah_felcher@bellsouth.net
Thom Suddreth	Ford PAS	404-663-7149	thomsuddreth@gmail.com
Alana Ellenburg	Floyd County Schools	706-236-1844 School 706-346-2729 Cell	aellenburg@floydboe.net